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ABSTRACT

The 1980 Cohort Study was initiated at Mercer County Community College (MCCC) as a follow-up of full-time students who began their studies in fall 1980. The goal of the study was to distinguish the educational and career outcomes of graduates from those of students who have achieved various other levels of academic progress. The fall 1980 cohort consisted of 1,532 new students, including 240 non-returners who attended for only one semester, 652 non-graduates who attended for two or more consecutive semesters, 237 stopouts who attended intermittently, and 403 graduates as of spring 1984. Study findings, based on information gathered from student records and responses to a spring 1984 survey of educational goals, study habits, enrollment patterns, and employment and transfer experiences, included the following: (1) Whites, Blacks, and Hispanics made up 73%, 17%, and 4% of the cohort, but 85%, 9%, and 2% of the graduates; (2) graduation rates varied widely across programs of study; (3) most students responding to the survey selected "to prepare for a first career" as their main educational goal; (4) most respondents planned to complete a degree or certificate at MCCC; (5) approximately 40% to 50% of the graduates, non-graduates, and non-returners attended another college after leaving MCCC; (6) 48.7% of the non-returners, 75.7% of the non-graduates, 72% of the stopouts, and 82.9% of the graduates were working while at MCCC; and (7) non-returners were least likely to be employed while at MCCC and most likely to leave school upon finding employment. Survey instruments are appended. (EJV)

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TECHNICAL REPORT
OFFICE OF INSTITUTIONAL RESEARCH

MERCER COUNTY COMMUNITY COLLEGE
1200 OLD TRENTON ROAD
TRENTON, N.J. 08690

85-06

FALL 1980 COHORT STUDY

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II. EXECUTIVE SUMMARY

The 1980 Cohort Study was initiated by President Hanley as a follow-up of full-time students who began their studies at Mercer County Community College in the fall of 1980. The goal of this project was to distinguish the educational and career outcomes of graduates from those of students who have achieved various levels of academic progress. The following statements summarize the findings of this study.

- The demographic characteristics of ethnicity and sex are not represented in the groups of graduates and non-graduating students in the same proportions that they exist in the population (Table 1).
  - -- Whites, blacks and Hispanics compose 73%, 17% and 4% of the population, but 85%, 9% and 2% of the sub-population of graduates.
  - -- Females and males compose 49% and 50% of the population, but 56% and 44% of the sub-population of graduates.
- Graduation rates vary widely across programs of study (Table 3).
- Most students (56.2%) responding to the 1980 Cohort Survey selected "to prepare for a first career" as their main educational goal (Table 5).
- Most respondents (81.9%) planned to complete a degree or certificate at Mercer (Table 6).
- Only 32.8% of the respondents in the non-graduating groups were certain that they would return to Mercer (Table 7).
- The respondents who left Mercer after one semester were largely unemployed while at Mercer (51.3%) (Table 10). "Finding a job" was the most selected reason for their departure (Table 8).

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- Mercer graduates have the highest proportion (37%) of respondents earning more than $17,499 per year (Table 14).
- Most of the graduates (57.6%) and members of non-graduating groups (61.1%) who responded, have not attended another college since leaving Mercer (Table 15).
- Of the respondents who attended another college after leaving Mercer, 78.3% were enrolled during the spring 1984 semester (Table 16).
- Twenty-seven per cent of the respondents who attended another college after leaving Mercer chose Trenton State College (Table 17).

III. INTRODUCTION

The population of the 1980 cohort includes 1,532 new students who enrolled full-time for the fall 1980 semester. This population is divided into four groups. They are the non-returners (NR) who attended only one semester, the non-graduates (NG) who attended two or more consecutive semesters, the stop-outs (SO) who attended intermittently and Mercer graduates (MG) who graduated as of the spring 1984 semester.

The results of this study are presented in section III and section IV. Section III includes data for the entire population obtained from students' computerized records. Information concerning students' patterns of attendance and graduation, response rates, credits earned, programs of study, and demographic characteristics is presented in this section. Section IV is based on a survey conducted in the spring of 1984 to elicit data on students' educational goals, study habits, patterns of enrollment and

employment while at Mercer, and patterns of employment and schooling after leaving Mercer. The most striking findings of this study are highlighted in section V, Conclusions.

IV. THE POPULATION

Data concerning the demographics, credits earned and programs of study are presented in this section. Table 1 is a breakdown of gender and ethnicity by the four groups of the population. The 1,532 cases in the population are almost evenly divided between the male and female sexes. Sex is unknown for a small number of cases. Male and female students are not distributed evenly across the four groups. Although women make up 49% of the population, 56% of the graduates are women. Male students are over-represented in the groups of non-returners and stop-outs. Their representation as non-graduates is equal to their percentage in the population. Women, on the other hand are under-represented as non-returners, non-graduates and stop-outs.

Ethnic imbalance in patterns of attendance and graduation is displayed in Table 1. This imbalance is most dramatic for Hispanics, whites and blacks. Although white students constitute 73% of the population, 85% of the graduates are white. This ethnic group is under-represented in all three of the non-graduating groups. Hispanics and blacks, on the other hand, compose 4% and 17% of the population, but only 2% and 9% of the graduates. Although the proportions of Hispanics who are non-returners and stop-outs are equal to the group's proportion in the population,

Table 1: Demographic Characteristics of the Population

	Cases		NR			NG			SO			MG	
	N	(col) %	(row) %	N	(col) %	(row) %	N	(col) %	(row) %	N	(col) %	(row) %	N	(col) %
	1532	100	(16)	240	(100)	(43)	652	(100)	(15)	237	(100)	(26)	403	(100)
Sex														
Male	759	(50)	(16)	124	(52)	(42)	323	(50)	(18)	134	(56)	(23)	178	(44)
Female	751	(49)	(15)	110	(46)	(42)	315	(48)	(14)	102	(43)	(30)	224	(56)
Unknown	22	(1)	(27)	6	(2)	(64)	14	(2)	(4)	1	(*)	(4)	1	(*)
Ethnicity														
White	1119	(73)	(14)	158	(66)	(40)	452	(69)	(15)	168	(70)	(30)	341	(85)
Black	260	(17)	(20)	53	(22)	(47)	123	(19)	(18)	47	(20)	(14)	37	(9)
Hispanic	64	(4)	(17)	11	(4)	(53)	34	(5)	(14)	9	(4)	(16)	10	(2)
Asian	15	(1)	(13)	2	(1)	(40)	6	(1)	(7)	1	(1)	(40)	6	(1)
Am. Ind.	7	(*)	(14)	1	(*)	(57)	4	(1)	(14)	1	(*)	(14)	1	(*)
Non-Res.	11	(1)	(18)	2	(1)	(72)	8	(1)	(0)	0	(0)	(9)	1	(*)
Unknown	56	(4)	(23)	13	(5)	(45)	25	(4)	(20)	11	(5)	(12)	7	(2)

*fewer than .5%

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Hispanics are over-represented slightly in the non-graduates' group. Black students are over-represented in each of the non-graduating groups. The percentage of the population to graduate as of spring 1984 is 26. White and Asian students exceed this figure, with percentages of 30 and 40 respectively. For all other ethnic groups, the percentages of graduates are well below the parameters of the population.

The cumulative credits earned by members within each of the four groups are presented in Table 2. As one would expect, cumulative credits (Table 2) increase with continued attendance. Graduates, of course, earn the largest number of credits. The largest proportion (38%) of students in this group have earned 61 to 66 credits. For non-graduates, the group that attended at least two consecutive semesters, the 15% who have earned 25-30 credits, represent the largest proportion of students within one of the six-credit ranges of Table 2. The largest proportion of stop-outs (18%) and non-returners (66%) have earned between zero and six credits. Table 3 displays the number and per cent of students, in each group, categorized by the last program in which they enrolled. Many programs have a graduation rate far greater than the 26% figure for the population. Others have sizeable proportions in the three categories of students who have not graduated. Several programs have too few cases upon which to make generalizations about their students' patterns of attendance and graduation.

Table 2: Cumulative Credits Earned (As of Spring 1984)

N of Credits	NR Cases = 240 N	%	NG Cases = 652 N	%	SO Cases = 237 N	%	MG Cases = 403 N	%
0 - 6	159	66	53	8	44	18	0	0
7 - 12	40	17	71	11	24	10	0	0
13 - 18	22	9	89	14	23	10	0	0
19 - 24	4	2	81	12	35	15	0	0
25 - 30	6	3	99	15	14	6	6	1
31 - 36	5	2	39	6	15	6	2	*
37 - 42	2	1	42	6	22	9	1	*
43 - 48	1	*	40	6	12	5	2	*
49 - 54	0	0	47	7	10	4	6	1
55 - 60	1	*	43	7	15	6	12	3
61 - 66			25	4	14	6	154	38
67 - 72			15	2	5	2	102	25
73 - 78			4	1	1	*	51	13
79 - 84			4	1	3	1	26	6
85 - 90							13	3
91 - 96							14	3
97 - 102							11	3
103 - 108							2	*
109 - 114							0	0
115 - 120							0	0
121 - 126							0	0
127 - 132							1	*

*fewer than .5%

Table 3: Last Program of Study

Code	Title	Cases	MR		NG		SO		MG	
			N	%	N	%	N	%	N	%
		1532	240	16	652	43	237	15	403	26
000	Unknown	15	4	27	8	53	2	13	1	7
005	Bilingual	10	5	50	3	30	2	20	0	0
015	N-Deg., Job Rel.	18	2	11	16	89	0	0	0	0
017	N-Deg., Personal	30	10	33	16	53	4	13	0	0
030	General Studies	107	29	27	64	60	14	13	0	0
035	Gnl. Std. Ald. Hlth.	41	10	24	27	66	4	10	0	0
040	College Discovery	3	0	0	3	100	0	0	0	0
060	Pre-Nursing	2	1	50	0	0	1	50	0	0
070	Pre-Business	2	0	0	1	50	1	50	0	0
090	Pre-Technical	2	0	0	2	100	0	0	0	0
100	Architecture	32	5	16	11	34	3	9	13	41
120	Business Admin.	98	16	16	39	40	19	19	24	24
140	Biology	19	3	16	6	32	5	26	5	26
160	Chemistry	6	0	0	4	67	0	0	2	33
170	Computer Science	19	3	16	4	21	5	26	7	37
180	Corrections	8	2	25	3	38	2	25	1	12
185	Law Enforcement	28	4	14	16	57	3	11	5	18
200	Eng. Science	18	0	0	10	56	4	22	4	22
220	Matematics	2	0	0	2	100	0	0	0	0
250	Physics	1	0	0	1	100	0	0	0	0
260	Plant Science	7	0	0	2	28	1	14	4	57
270	Pre-Funeral Serv.	26	2	8	8	31	7	27	9	35
290	Coop Nursing-MMC	3	0	0	0	0	2	67	1	33
291	Coop Nursing-HF	5	0	0	1	20	0	0	4	80
295	Science Math	1	1	100	0	0	0	0	0	0
320	Dance	1	0	0	0	0	1	100	0	0
330	Fine Arts	11	0	0	5	45	0	0	6	55

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Table 3: Last Program of Study (continued)

Code	Title	Cases	NR		NG		SO		MG	
			N	%	N	%	N	%	N	%
335	Honors Lib. Arts & Sci.	1	0	0	1	100	0	0	0	0
340	Human. & Soc. Sci.	172	24	14	87	50	29	17	32	19
350	Music	5	0	0	0	0	3	60	2	40
360	Photography	8	0	0	3	38	1	12	4	50
375	Special Education	1	0	0	0	0	1	100	0	0
380	Telecommunication	7	2	29	3	43	1	14	1	14
395	Visual Arts	38	9	24	22	58	6	16	1	3
400	Accounting	18	3	17	8	44	6	33	1	6
410	Advertising Design	27	0	0	4	15	5	19	18	67
420	Aviation Mgmt.	11	0	0	9	82	1	9	1	9
425	Aviation Cust. Rel.	14	1	7	10	71	0	0	3	21
430	Aviation Flgt. Tech.	71	9	13	34	48	10	14	18	25
440	Arch. & B C Tech	20	10	50	4	20	2	10	4	20
460	Community Serv.	9	0	0	5	55	3	33	1	11
470	Computer Oper.	40	3	8	17	42	10	25	10	25
480	Const./Dvl. Engr.	16	0	0	2	12	5	31	9	56
490	Data Process.	67	13	19	31	46	13	19	10	15
500	Dental Asst.	3	2	67	0	0	0	0	1	33
510	Draft. & Design	17	1	6	5	29	6	35	5	29
520	Education Asst.	6	1	17	3	50	1	17	1	17
530	Elec. Eng. Tech.	32	2	6	14	44	6	19	10	31
540	Electronics	29	3	10	6	21	6	21	14	48
545	Media Electronics	1	0	0	0	0	0	0	1	100
550	Fire Sci. Tech.	2	1	50	1	50	0	0	0	0
570	General Bus.	103	19	18	44	43	8	8	32	31
590	Laboratory Tech.	1	0	0	1	100	0	0	0	0
595	Land Use Mgmt.	7	3	43	2	28	2	28	0	0

continued

Table 3: Last Program of Study (continued)

Code	Title	Cases	NR		NG		SO		MG	
			N	%	N	%	N	%	N	%
600	Legal Assistant	16	5	32	9	56	0	0	2	12
605	Library-Media Asst.	1	0	0	0	0	0	0	1	100
610	Mechanical Eng. Tech.	9	1	11	2	22	2	22	4	44
630	Medical Lab Tech.	13	2	15	2	15	2	15	7	54
640	Nursing	77	5	6	22	28	12	16	38	49
650	Orn. Hrt & Land	13	0	0	4	31	1	8	8	62
660	Elect. Power Tech.	10	6	60	2	20	1	10	1	10
670	Radio	53	5	9	20	38	6	11	22	42
675	Tele. Technology	1	0	0	0	0	1	100	0	0
680	Radiography	16	1	6	0	0	1	6	14	88
690	Secretarial Science	30	5	17	10	33	1	3	14	47
700	Accounting Certificate	2	0	0	0	0	1	50	1	50
710	Arch. Draw. Cert.	1	0	0	1	100	0	0	0	0
720	Auto. Tech. Cert.	1	0	0	0	0	1	100	0	0
740	Computer Op. Cert.	3	0	0	0	0	2	67	1	33
750	Data Process. Cert.	4	2	50	0	0	1	25	1	25
760	Dental Asst. Cert.	19	1	5	6	32	0	0	12	63
810	Funeral Serv. Cert.	11	0	0	0	0	0	0	11	100
820	Heat. Ref. A/C Cert.	1	0	0	1	100	0	0	0	0
840	Mach. Shop Tech. Cert.	3	1	33	2	67	0	0	0	0
845	Mach. Shop/T & D	1	0	0	1	100	0	0	0	0
870	Orn. Hrt./Ld Cert.	6	3	50	2	33	0	0	1	17

V. THE SURVEY RESPONDENTS

The four survey instruments (Appendix), one for each group, included parallel items to permit the comparison of responses across groups. Three mailings and one telephone follow-up were conducted during the spring 1984 semester. Questionnaires were returned by 41% of the population. The breakdown, by group, of the size of the population and the status of returned responses is displayed in Table 4.

Table 4: Rates of Response for Groups Within the Population

	Population Size		Number Contacted		Completed Questionnaire		Number not Accessible		Contacted but did not Respond	
	N	%	N	%	N	%	N	%	N	%
NR	240	16	159	65	78	32	81	34	81	33
NG	652	43	524	80	229	35	128	20	295	45
SO	237	15	203	86	85	36	34	14	118	50
MG	403	26	380	94	235	58	22	5	146	36
Total	1532	100	1266	83	627	41	265	17	640	42

Within the population, the percentage of completed questionnaires is highest for Mercer Graduates (58) and the lowest for non-returners (32). Because the former's school records are more current, 94% of the graduates were accessible, compared to 65% of the non-returners. Although the percentages in Table 4 for the non-graduates and stop-outs fall within the ranges set by the NR and MG data, the relative positions of and the absolute differences between the percentages for the NG and SO groups vary inconsistently. Also, there is no discernable pattern for the percentages of students who were contacted, but did not respond.

There are few group differences in educational goals. Eliminating the "undecided" responses, students' goals, ranked from the most chosen to the least chosen are (1) "first career," (2) "transfer," (3) "career change," (4) "job skills," and (5) "personal interest." The rankings of Mercer graduates and stop-outs are consistent with this pattern. The responses of non-returners and non-graduates diverge slightly. For these groups, (3) "job skills" outranks (4) "career change." Table 5 displays the numbers and percentages of respondents who selected each goal.

Students' plans to complete a degree or certificate are represented in Table 6. The vast majority of students queried indicate that they planned to earn an associate degree or a certificate. The percentages are 78.2, 79.6 and 87.9 for non-returners, non-graduates and stop-outs respectively. Graduates are not asked about their plans. Also, large percentages of students in these groups intend to return to Mercer or are uncertain. In light of their intentions to return to Mercer (Table 7) to complete a program of study (Table 6), and the fact that their main goals are similar to those of graduates (Table 5), non-returners, non-graduates and stop-outs may constitute a receptive audience for recruitment. In spite of the strong educational commitment expressed by non-returners, non-graduates and stop-outs (Table 5 and Table 6) only 26% of the population (Table 4) graduated as of the spring 1984 semester. Perhaps, explanations for this phenomenon may be found by examining students' reasons for not returning or graduating, their study habits, employment and subsequent schooling.

Table 5: Main Goal

	Cases	Job Skills		1st Career		Career Chg		Transfer		Interest		Undecided	
		N	%	N	%	N	%	N	%	N	%	N	%
NR	78	5	6.4	41	52.6	4	5.1	16	20.5	2	2.6	10	12.8
NG	226	22	9.7	120	53.1	13	5.8	44	19.5	6	2.7	21	9.3
SO	84	4	4.8	49	58.3	8	9.5	13	15.5	3	3.6	7	8.3
MG	233	8	3.4	139	59.7	19	8.2	63	27.0	4	1.7	N/A	
Groups 1,2,3	388	31	8.0	210	54.1	25	6.5	73	18.8	11	2.8	38	9.8
All	621	39	6.3	349	56.2	44	7.1	136	21.9	15	2.4		

NA = Not Asked

Table 6: Planned to Complete Degree

	Cases	Yes - Assoc.		Yes - Cert.		NO	
		N	%	N	%	N	%
NR	78	59	75.6	2	2.6	17	21.8
NG	225	168	74.7	11	4.9	46	20.4
SO	83	68	81.9	5	6.0	9	10.8
MG	N/A						
Groups 1, 2, 3	386	295	76.5	18	4.8	72	18.7

NA = Not Asked

Table 7: Return to Mercer

	Cases	Yes, Full-time N	Yes, Full-time %	Yes, Part-time N	Yes, Part-time %	NO N	NO %	Not Sure N	Not Sure %
NR	77	5	6.5	18	23.4	20	26.0	34	44.2
NG	227	13	5.7	79	34.8	39	17.2	96	42.3
SO	79	21	26.6	28	35.4	6	7.6	24	30.4
MG	N/A								
Groups 1,2,3	383	39	10.2	125	32.6	65	17.0	154	40.2

N/A = Not Asked

Students' reasons for not returning or graduating are given in Table 8. No regular patterns are evident across groups, but for non-returners, non-graduates and stop-outs combined, "found a job" is the response most chosen (26.5%) and "transferred" is the second most chosen (20.9%).

Students were asked to report the locations in which they studied or to indicate that they did not study. These data are reported in Table 9. Only 2.2% of the graduates' responses, 4.1% of those for non-graduates, 6.9% of those for stop-outs and 7.6% of those for non-returners indicate a lack of study activity. As expected, graduates are the least likely to indicate that they did not study while at Mercer. For all respondents, (1) "bedroom" is the most chosen location, followed by (2) "library," (3) "kitchen/dining room," (4) "living/family room," (5) "student center," (6) "didn't study," (7) "work" and (8) "other." The rankings for (1) "bedroom" and (2) "library" are consistent across the groups. Most of the responses within each group (NR = 58.2%, NG = 62.8%, SO = 53.5%, and MG = 56.0%) are accounted for by these two locations.

Because so many graduates have chosen not to answer the questions regarding employment while at Mercer (Table 10), the reported data may characterize a biased sample. The responses to this series of questions lead to some interesting generalizations; however, the importance of these generalizations is weakened by the large amount (55.1%) of missing data for Mercer graduates. For all groups, except the non-returners, greater than 70% of the respondents report that they were employed while at Mercer. The 48.7% rate of employment for non-returners, distinguishes this group from the others. Not only are

Table 8: Why Not Return/Graduate*

Reasons	NR Cases = 78 N	NR Cases = 78 %	NG Cases = 229 N	NG Cases = 229 %	SO Cases = 85 N	SO Cases = 85 %	MG N/A	Groups 2,3 Cases = 314 N	Groups 2,3 Cases = 314 %	Groups 1,2,3 Cases = 392 N	Groups 1,2,3 Cases = 392 %
Transferred	17	21.8	59	25.8	6	7.1				82	20.9
College not for me	12	15.4	N/A		N/A						
Met Goal	1	1.3	4	1.7	2	2.4				7	1.8
Found Job	24	30.8	56	24.5	24	28.2				104	26.5
Job Increases	7	9.0	31	13.5	14	16.5				52	13.3
Family	13	16.7	24	10.5	10	11.8				47	12.0
Not Encouraged	7	9.0	22	9.6	12	14.1				41	10.4
Unsatisfying courses/ instructors	6	7.7	23	10.0	4	4.7				33	8.4
Academics	8	10.3	32	14.0	19	22.4				59	15.0
Health	4	5.1	8	3.5	5	5.9				17	4.3
Transportation	5	6.4	11	4.8	7	8.2				23	5.7
Still working on Degree/Cert	N/A		29	12.7	24	28.2		53	16.9		
Desired courses not offered	N/A		5	2.2	N/A						
Time Off	N/A		33	14.4	11	12.9		44	14.0		
Dropped out	N/A		14	6.1	5	5.9		19	6.1		
Other	12	15.4	31	13.5	20	23.5				63	16.1

N/A = Not Asked

*N's do not sum to subgroup size and percentages do not sum to 100 because respondents were allowed to make multiple responses.

Table 9: Study Locations*

	NR Responses=105		NG Responses=318		SO Responses=116		MG Responses=139		ALL Responses=678	
	N	%	N	%	N	%	N	%	N	%
Living/Fam. Rm.	13	12.4	32	10.1	18	15.5	15	10.8	78	11.5
Kitchen/Dining Rm.	13	12.4	33	10.4	13	11.2	20	14.4	79	11.7
Bedroom	44	41.9	127	39.9	45	38.8	44	31.6	260	38.3
Library	17	16.3	73	22.9	17	14.7	34	24.4	141	20.8
Student Center	8	7.6	25	7.9	11	9.5	7	5.0	51	7.5
Work	1	.9	9	2.8	2	1.7	8	5.8	20	3.0
Other	1	.9	6	1.9	2	1.7	8	5.8	17	2.5
Didn't Study	8	7.6	13	4.1	8	6.9	3	2.2	32	4.7

*N of responses is not equal to the population size because respondents were instructed to select up to two locations.

Table 10: Employed While Attending Mercer

	Cases	YES N	YES %	NO N	NO %
NR	76	37	48.7	39	51.3
NG	222	168	75.7	54	24.3
SO	82	59	72.0	23	28.0
MG	105*	87	82.9	18	17.1
ALL	485	351	72.4	134	27.6

*129 respondents did not answer this question

Table 11: Currently Employed

	Cases	Full-time N	Full-time %	Part-time N	Part-time %	Total Employed N	Total Employed %	Not Employed N	Not Employed %
NR	76	54	71.1	9	11.8	63	82.9	13	17.1
NG	226	127	60.6	54	23.9	191	84.5	35	15.5
SO	82	53	64.6	11	13.4	64	78.0	18	22.0
MG	217	123	56.7	56	25.8	179	82.5	38	17.5
ALL	601	367	61.1	130	21.6	497	82.7	104	17.3

non-returners least likely to be employed while attending Mercer, they are also the group most likely to leave school upon finding employment (Table 8). Graduates report the highest rate of employment while at Mercer (82.9%) of all groups.

Intuition suggests that students' average hours worked per week and progress towards a degree are inversely related. The data presented in Figure 1 contradict intuition. The largest percentage of graduates (43.8), as well as non-graduates (45.6) and non-returners (40.0), worked an average of 11 to 20 hours per week while attending Mercer. This time category was followed by 21 to 30 hours (MG = 26.0%, NG = 32.0% and NR = 34.3%), 31 to 40 hours (MG = 19.2%, NG = 19.0%, and NR = 17.1%), 1 to 10 hours (MG = 9.6%, NG = 2.7% and NR = 8.6%) and 41 to 50 hours (MG = 1.4%, NG = 0.7%, and NR = 0.0%). The average hours worked per week are ranked differently for stop-outs. For this group, the largest percentage of respondents (34.0) worked an average of 21-30 hours per week, followed by 31.9% who worked 11-20 hours, 25.6% who worked 31-40 hours and 8.5% who worked 1-10 hours per week. No members of the group of stop-outs report an average work week of 41-50 hours. Since the rank order of average hours worked per week is consistent for graduates, non-graduates and non-returners, and divergent for stop-outs, expectations that the number of hours worked while attending school distinguish graduates from the other groups are not supported by the data.

Table 11 displays data on current employment. For all groups, 82.7% of the respondents are employed either full- or part-time. There is almost no variation in this percentage across groups. Non-returners, who are

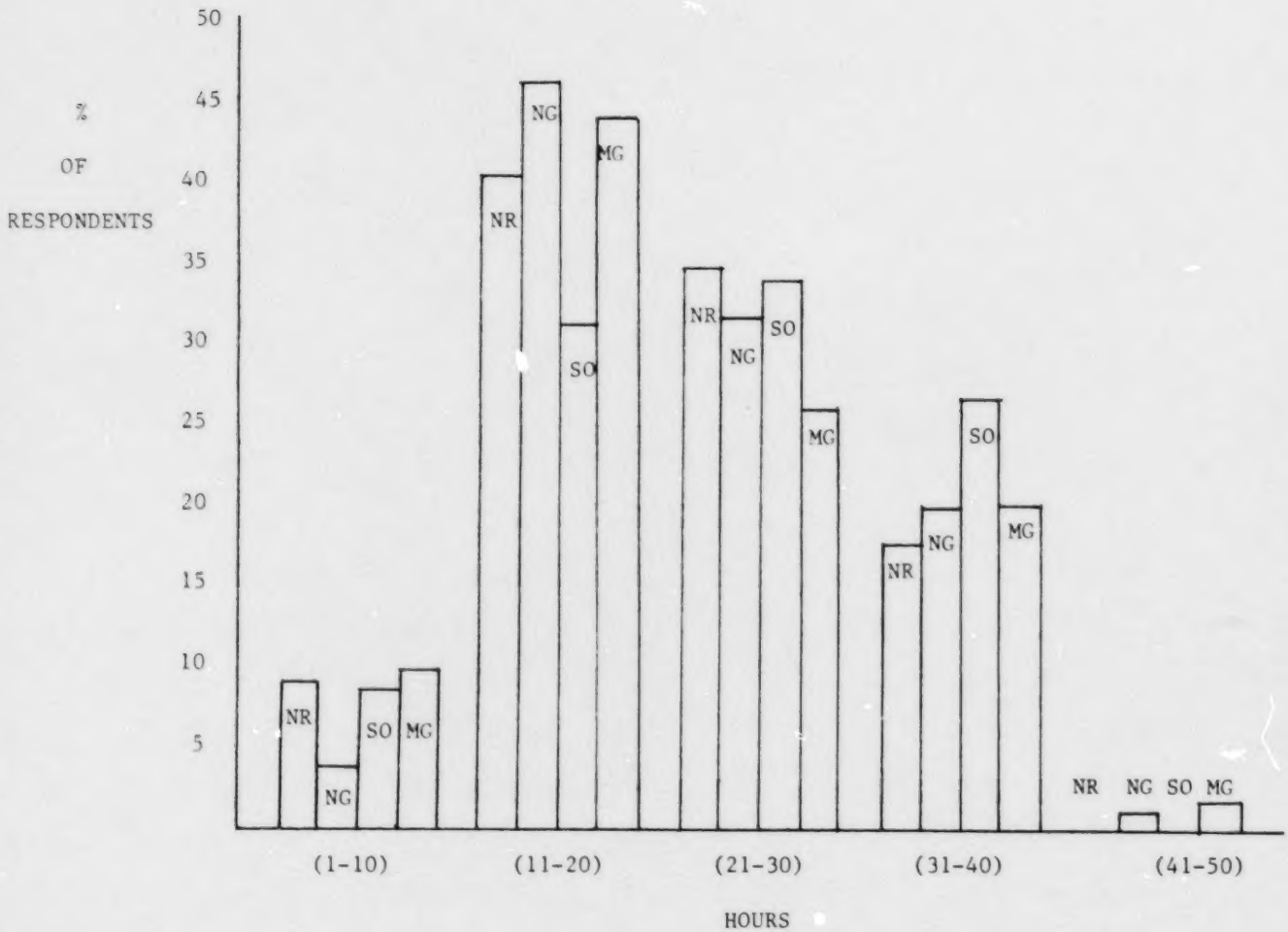

Figure 1: Average Hours Worked Per Week While Attending Mercer

June 1985

distinctively less employed while attending Mercer, are equally employed after leaving school. Non-returners are least likely to pursue education and employment simultaneously. Also, they are the least likely group to indicate plans to return to Mercer (Table 6), although as do non-graduates and stop-outs, most of them report initial intentions of planning to complete a degree or certificate from Mercer.

Table 12 shows that the types of employers for the fall 1980 cohort vary considerably across groups; however, a few regularities do exist. For each group, the largest percentage of respondents are employed in a service business (NR = 24%, NG = 31%, SO = 37% and MG = 30%) and the smallest are employed in local government (NR = 2%, NG = 2%, SO = 0%, and MG = 1%) or mass media companies (NR = 0%, NG = 0%, SO = 0%, and MG = 3%). The responses for the question on occupation are spread over a wide range of job titles (Table 13). There is very little clustering of responses, but the category of salesperson/cashier/waitress is the one most chosen by non-returners and stop-outs employed full-time (18% and 20%) and part-time (29% and 40%), and for non-graduates and graduates employed part-time (38% and 26%). Most non-graduates and graduates who are employed full-time work as skilled tradespersons (15%) and nurses (16%) respectively.

Yearly salaries are indicated in Table 14. As one would expect, full-time salaries are distributed across all salary ranges, whereas part-time salaries are clustered within the low ranges. Figure 2 displays the proportions of respondents employed full-time that fall within the given salary ranges. The largest percentage of non-returners (32%) earn $12,500-$14,999. This group is followed by graduates (29%) and non-graduates (23%)

Table 12: Type of Employer

Type	NR Cases = 53						NG Cases = 168						SO Cases = 56						MG Cases = 165					
	FT		PT		FT & PT		FT		PT		FT & PT		FT		PT		FT & PT		FT		PT		FT & PT	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Hospital/Med. Center	3	7	1	14	4	8	13	11	4	8	17	10	3	7	1	10	4	7	31	27	11	22	42	25
Local Government	1	2	0	0	1	2	4	3	0	0	4	2	0	0	0	0	0	0	1	1	0	0	1	1
Mass Media Co	0	0	0	0	0	0	3	3	0	0	3	2	0	0	0	0	0	0	4	4	1	2	5	3
Non-profit (schools)	4	9	2	29	6	11	4	3	9	18	13	8	1	2	0	0	1	2	6	5	6	12	12	7
Research/Manufacturing	10	22	0	0	10	19	31	26	0	0	31	18	8	17	0	0	8	14	15	13	7	14	22	13
Retailing	6	13	2	29	8	15	18	15	11	22	29	17	6	13	0	0	6	11	8	7	5	10	13	8
Service Business	12	26	1	14	13	24	30	25	22	45	52	31	14	30	7	70	21	37	31	27	18	35	49	30
Small Business	2	4	0	0	2	4	4	3	3	6	7	4	5	11	1	10	6	11	5	4	2	4	7	4
State Government	8	17	1	14	9	17	12	10	0	0	12	7	9	20	1	10	10	18	13	11	1	2	14	9

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Table 13: Occupation of Respondents

Job Title	NR		NG		SO		MG	
Cases =	FT 49 N(%)	PT 7 N(%)	FT 131 N(%)	PT 47 N(%)	FT 45 N(%)	PT 10 N(%)	FT 116 N(%)	PT 50 N(%)
Accountant/Bookkeeper	1(2%)		7(5%)		1(2%)	1(10%)	3(5%)	1(2%)
AC, Heat, Ref. Tech			1(1%)					
Arch/Draftsman	1(2%)							
Artist-Photographer	1(2%)		4(3%)		1(2%)		3(3%)	1(2%)
Auto Mechanic			1(1%)		1(2%)			
Aviation Worker			3(2%)	1(2%)	1(2%)		1(1%)	
Bank Mgr/Teller			2(2%)	2(4%)	2(4%)		5(4%)	
Business-Admin/Mgr	2(4%)		2(2%)				1(1%)	
Business-Clerical	5(10%)	1(14%)	5(4%)	1(2%)	4(9%)	1(10%)	4(3%)	4(8%)
Business-Other (Marketing)							1(1%)	
Civil Eng Tech			3(2%)		2(4%)		2(2%)	
Comm Media Worker			1(1%)				4(3%)	1(2%)
Computer Operator			3(2%)	1(2%)	1(2%)		6(5%)	1(2%)
Computer Programmer			2(2%)				3(3%)	
Data Processor	3(6%)				2(4%)			
Dental Assistant	1(2%)		2(2%)				6(5%)	1(2%)
Draftsperson	1(2%)		1(1%)	1(2%)				
Electrical Eng			1(1%)		1(2%)		3(3%)	2(4%)
Engineer - Other			1(1%)				3(3%)	
Funeral Director							8(7%)	4(8%)
Horticulturalist			2(2%)	1(2%)	2(4%)		3(3%)	1(2%)
Lab Technician			3(2%)			1(1%)	2(4%)	
Law Enforcement			6(5%)	1(2%)	1(2%)		1(1%)	
Legal Assistant							1(1%)	
Library Ass't	1(2%)			1(2%)				
Mech Engineer Tech			2(2%)		1(2%)			
Med Lab Tech	1(2%)			1(2%)		2(20%)	7(6%)	1(2%)
Nurse			9(7%)	3(6%)	2 (4%)		19(16%)	5(10%)
Office Mgr	3(6%)		5(4%)		3(7%)		1(1%)	1(2%)
Research/Stat.	2(4%)		2(2%)				2(2%)	
Sales Mgr	2(4%)		6(5%)	3(6%)	1(2%)		1(1%)	
Salesperson/ Cashier/Waitress	9(18%)	2(29%)	14(11%)	18(39%)	9(20%)	4(40%)	7(6%)	13(26%)
Secretary	5(10%)	1(14%)	15(11%)	3(6%)	2(4%)	1(10%)	13(11%)	4(8%)
Skilled Tradesper.	8(16%)		20(15%)	2(4%)	5(11%)	1(10%)	3(3%)	4(8%)
Social-Comm Service Worker			3(2%)	2(4%)	1(2%)			
Teacher/Aide		2(29%)	1(1%)	4(8%)	1(2%)		1(1%)	4(8%)
Warehouse Mgr	1(2%)							
Other	2(4%)	1(14%)	4(3%)	2(4%)	1(2%)			

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whose proportions peak at the $10,000-12,499 range. For stop-outs, 28% of the respondents report yearly earnings of $7,500-9,999. For yearly earnings, the modal income bracket of non-returners ranks highest of all groups (Figure 2). Also, non-returners have the highest proportion (71.1%) of respondents employed full-time (Table 11). This seemingly anomalous pattern may be explained by factors of the job market. Non-returners ended their schooling during or immediately after the fall 1980 semester, in order to work. By spring 1984, a large number of non-returners had as many as three years of full-time work experience, whereas graduates had appreciably fewer. It is not uncommon for college graduates at all degree levels to begin their careers in low paying jobs but to advance quickly by way of promotions and job changes once they gain experience. Another interesting note is that graduates tend to fair better than the other groups in the ranges starting at $17,500 and above. There are 37% of the graduates, 16% of the non-graduates, 13% of the stop-outs and 13% of the non-returners earning salaries in excess of $17,499 (Table 14). Positions with salaries above $17,500 tend to require post secondary education or many years of experience. Graduates have greater accessibility to these kinds of jobs.

Tables 15, 16 and 17 provide information on students' educational activities after leaving Mercer. Approximately 40-50% of the graduates, non-graduates and non-returners attended another college after leaving Mercer (Table 15). Only 14.7% of stop-outs attended another college. Graduates surpass all other groups in the percentage of students enrolled during the spring 1984 semester (Table 16). For graduates, 92.8% of those who attended another college after Mercer indicate being enrolled for the

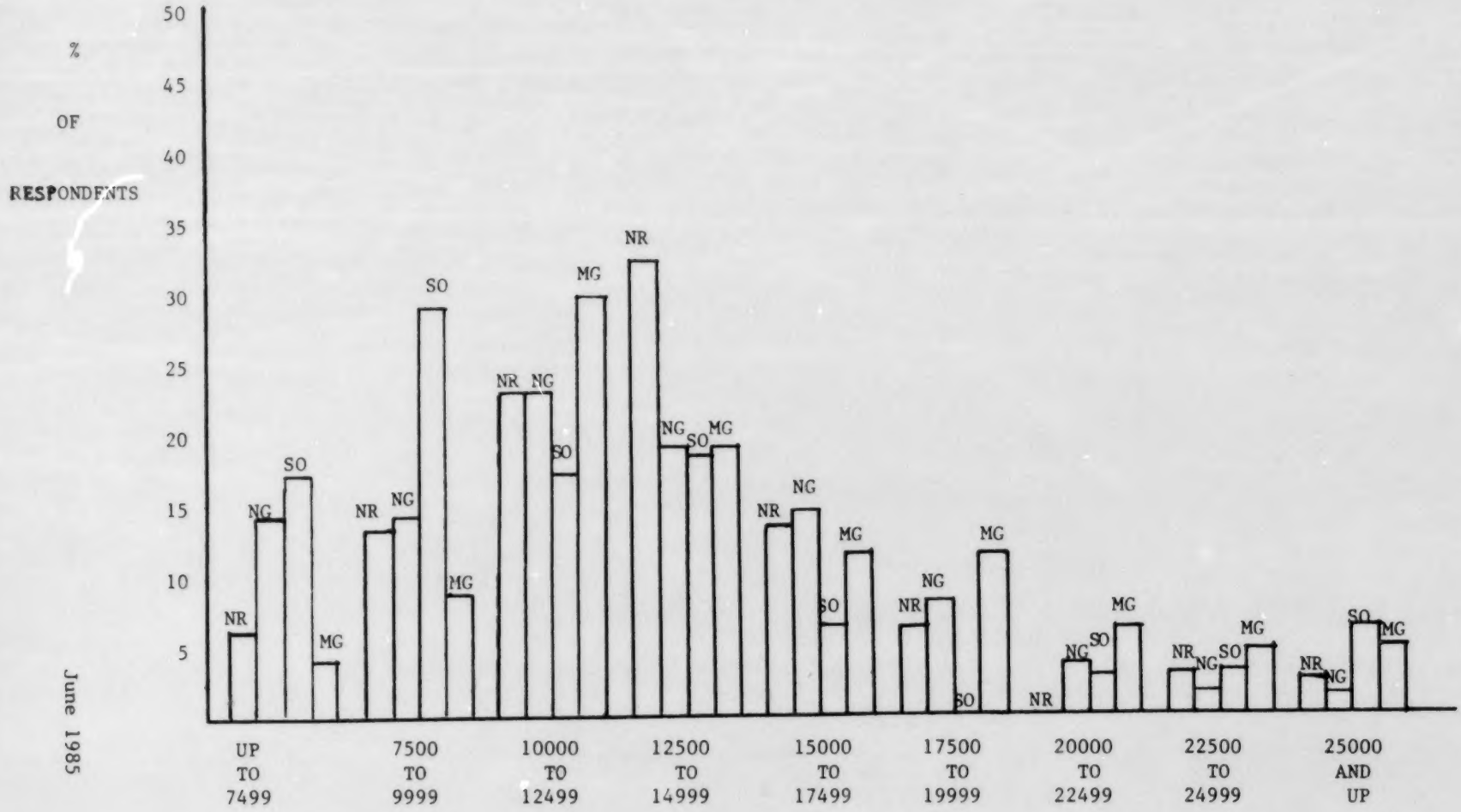

Figure 2: Fu-l-Time Yearly Earnings (In Dollars)

June 1985

Table 14: Yearly Earnings

	NR		NG		SO		MG	
	FT	PT	FT	PT	FT	PT	FT	PT
Cases =	31	6	97	38	29	9	107	39
Salary Range	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)
Up to $7,499	2(7%)	4(67%)	14(14%)	24(63%)	5(17%)	6(67%)	4(4%)	26(67%)
$7,500 to $9,999	4(13%)	2(33%)	14(14%)	6(16%)	8(28%)	3(33%)	9(8%)	6(15%)
$10,000 to $12,499	7(23%)		22(23%)	3(8%)	5(17%)		31(29%)	2(5%)
$12,500 to $14,999	10(32%)		17(18%)	5(13%)	5(17%)		19(18%)	2(5%)
$15,000 to $17,499	4(13%)		14(14%)		2(7%)		13(12%)	
$17,500 to $19,999	2(7%)		8(8%)				13(12%)	2(5%)
$20,000 to $22,499			4(4%)		1(3%)		8(7%)	
$22,500 to $24,999	1(3%)		2(2%)		1(3%)		5(5%)	
$25,000 and up	1(3%)		2(2%)		2(7%)		5(5%)	1(3%)

spring 1984 semester. There are 72.8% of the non-graduates, 64.3% of the stop-outs and 57.7% of the non-returners who have attended another college after leaving Mercer and were enrolled during spring 1984. For each group, the larger share of students enrolled full-time (Table 16).

Members of the 1980 cohort who attended college after leaving Mercer, have enrolled at several institutions; however, the largest proportions of graduates, non-graduates and all respondents (32.5%, 28.4% and 27.0% respectively) have chosen Trenton State. The largest proportion of stop-outs and non-returners (33.4% and 20.0% respectively) have chosen institutions outside of New Jersey and Pennsylvania.

Table 15: Attended Another College After Mercer

	Cases	Yes N	Yes %	No N	No %
NR	76	28	36.8	47	61.8
NG	225	93	41.3	125	55.6
SO	84	14	16.7	62	73.8
MG	224	94	42.0	129	57.6
Groups 1,2,3	385	135	35.1	234	61.1
ALL	609	229	37.6	363	59.6

Table 16: Current Enrollment Status

	Cases	Part-time N	Part-time %	Full-time N	Full-time %	Not Enrolled N	Not Enrolled %
NR	26	5	19.2	10	38.5	11	42.3
NG	92	13	14.1	54	58.7	25	27.2
SO	14	4	28.6	5	35.7	5	35.7
MG	89	19	21.3	63	70.8	7	7.9
ALL	221	41	18.6	132	59.7	48	21.7

Table 17: College Attended After Mercer

Colleges	NR Cases = 25		NG Cases = 88		SO Cases = 12		MG Cases = 86		ALL Cases = 211	
	N	%	N	%	N	%	N	%	N	%
Atlantic Comm.	1	4.0							1	0.5
Brookdale Comm.	2	8.0	1	1.1	1	8.3			4	1.9
Burlington Comm.			3	3.4	1	8.3			4	1.9
Cumberland Co.	1	4.0							1	0.5
Essex Co.			1	1.1					1	0.5
Glassboro State	2	8.0	2	2.3			3	3.5	7	3.3
Mercer Co.	1	4.0			1	8.3	4	4.7	6	2.8
Middlesex Co.	2	8.0	2	2.3			1	1.2	5	2.4
Monmouth Co.			1	1.1					1	0.5
Montclair State	1	4.0							1	0.5
NJ Inst. of Tech			1	1.1	1	8.3	7	8.1	9	4.3
Princeton	1	4.0							1	0.8
Rider	3	12.0	9	10.3			6	7.0	18	8.5
Rutgers	2	8.0	6	6.8	1	8.3	14	16.3	23	10.9
Somerset	1	4.0	1	1.1					2	0.9
Stockton State			2	2.3			1	1.2	3	1.4
Trenton State	2	8.0	25	28.4	2	16.8	28	32.5	57	27.0
Other NJ			8	9.1			1	1.2	9	4.3
Pennsylvania	1	4.0	12	13.7	1	8.3	9	10.4	23	10.9
Other USA	5	20.0	14	15.9	4	33.4	12	13.9	35	16.6

VI. CONCLUSIONS

This discussion of the 1980 cohort data has isolated factors that distinguish graduates from three groups of students who have not graduated. Sex and ethnicity are two variables that have distributions within groups that differ from their distribution within the cohort. Although the patterns for respondents are similar across groups on many factors or as anticipated on others, the responses to the questions on employment and current salary provide the most interesting information. Increased participation in the labor force is the most significant factor in the colleges problem of attrition. The responses received from the three groups of students who have not graduated indicate that Mercer's enrollment is inversely related to trends in employment. The data for non-returners provide the most dramatic illustration of this relationship. On the other hand, the percentage of graduates earning salaries above $17,499 far exceeds that of any other group. Although factors in the labor market are beyond the college's control, increased efforts to convince the prospective and current student populations of the long term economic benefits that await Mercer's graduates may alleviate the problem of attrition among students.

VII. APPENDIX

THE SURVEY INSTRUMENTS

NR 1984
SURVEY OF THE FALL 1980 ENTERING CLASS

1-13

IF LABEL IS NOT CORRECT, PLEASE PRINT CORRECTIONS BELOW:

1. When you first entered Mercer in Fall 1980, what was your main educational goal? (Please check only one.)

14
1___ Improve job skills
2___ Prepare for first career
3___ Prepare for a career change
4___ Complete courses for transfer credit
5___ Take courses for personal interest
6___ Undecided/didn't know

2. Did you plan to complete an associate degree or certificate program?

15
1___ Yes, I planned to complete an associate degree program (two years).
2___ Yes, I planned to complete a certificate program (one year).
3___ No.

3. Why did you decide not to return to Mercer? (Please check as many as apply.)

16 1___ I transferred to another college or university.
17 1___ I discovered college was not for me.
18 1___ I met my educational goal and did not need to return.
19 1___ I found a job.
20 1___ My job responsibilities or work hours increased.
21 1___ My family responsibilities changes (got married, had children, etc.).
22 1___ I did not feel encouraged or supported.
23 1___ I was not satisfied with the courses and/or the instructors at Mercer.
24 1___ I was not doing well academically.
25 1___ I had health or physical problems.
26 1___ I had transportation problems.
27 1___ Other reason(s):_____

_____

4. Where did you do most of your studying? (Check no more than two.)

28 1___ In the living room/family room
29 2___ In the kitchen/dining room
3___ In my bedroom
7___ Other places (please describe)_____
8___ I didn't do that much studying.
4___ In the College Library
5___ At the Student Center
6___ At work

5. Do you think you might return to Mercer in the future?

30
1___ Yes, as a full-time student.
2___ Yes, as a part-time student.
3___ No, I will definitely not return.
4___ I am not sure.

6. Have you attended another college since leaving Mercer?

31
1___ Yes
2___ No (Skip to Question 10).

If yes, what semesters?_____

7. Please indicate your current status.

32
1___ Part-time student (less than 12 credits per semester)
2___ Full-time student (12 or more credits per semester)
3___ Not currently attending

-OVER-

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8. Please provide the following information about your current (or most recently attended) college.

33-34 Name of College /University_____

City, State_____

35-36 Curriculum/Program_____

9. How many credit hours earned at Mercer were accepted at the college indicated?

37-38 _____

What course(s), if any, were not accepted?_____

_____

_____

If you know why they were not accepted, please explain._____

_____

_____

10. Were you employed while attending Mercer?

39 1___ Yes 2___ No

40-41 If yes, approximately how many hours a week did you work?_____

11. Are you currently employed?

42 1___ Yes, full-time (35 or more hours per week).

2___ Yes, part-time (fewer than 35 hours per week).

3___ No. (Please skip to Question 14).

12. Please provide the following information about your present job.

43-44 Job Title_____

45 Name of Employer_____

46-47 City, State_____

13. Please indicate your approximate salary, before taxes, excluding overtime.

48 1___ Up to $7,499 (up to $144 weekly)

2___ $7,500 to $9,999 ($145 to $192 weekly)

3___ $10,000 to $12,499 ($193 to $240 weekly)

4___ $12,500 to $14,999 ($241 to $288 weekly)

5___ $15,000 to $17,499 ($289 to $336 weekly)

6___ $17,500 to $19,999 ($337 to $384 weekly)

7___ $20,000 to $22,499 ($385 to $432 weekly)

8___ $22,500 to $24,999 ($433 to $480 weekly)

9___ $25,000 and up ($481 and up weekly)

14. Would you recommend Mercer to prospective students?

49 1___ Yes 2___ No

15. What advice or suggestions do you have regarding Mercer's educational programs and student services?_____

50 _____

_____

_____

_____

_____

_____

_____

Thank you for your cooperation.
Please return this form in the prepaid envelope as soon as possible.

NR 1984

NG 1984
SURVEY OF THE FALL 1980 ENTERING CLASS

1-13

IF LABEL IS NOT CORRECT, PLEASE PRINT CORRECTIONS BELOW:

1. When you first entered Mercer in Fall 1980, what was your main educational goal? (Please check only one.)

14
1 ___ Improve job skills
2 ___ Prepare for first career
3 ___ Prepare for career change
4 ___ Get transfer credit
5 ___ Take courses for personal interest
6 ___ Undecided/didn't know

2. Did you plan to complete an associate degree or certificate program?

15
1 ___ Yes, I planned to complete an associate degree program (two years).
2 ___ Yes, I planned to complete a certificate program (one year).
3 ___ No. (Skip to Question 4.)

3. Why haven't you graduated from Mercer? (Please check as many as apply.)

16 1 ___ I am still working toward the degree/certificate requirements.
17 1 ___ The courses I need have not been offered. (Please specify.)_____
18 1 ___ I wanted to take some time off.
19 1 ___ I met my educational goal and did not need to return.
20 1 ___ I dropped out of college/I am no longer pursuing a degree or certificate.
21 1 ___ I transferred to another college or university.
22 1 ___ I found a job.
23 1 ___ I did not feel encouraged or supported.
24 1 ___ My family responsibilities changed (got married, had children, etc.).
25 1 ___ My job responsibilities or work hours increased.
26 1 ___ I was not satisfied with the courses and/or the instructors at Mercer.
27 1 ___ I was not doing well academically.
28 1 ___ I had health or physical problems.
29 1 ___ I had transportation problems and could not attend classes.
30 1 ___ Other reason(s):_____
_____

4. Where did you do most of your studying? (Check no more than two)

31
32
1 ___ In the living room/family room
2 ___ In the kitchen/dining room
3 ___ In my bedroom
4 ___ In the College Library
5 ___ At the Student Center
6 ___ At work
7 ___ Other places (please describe)_____
9 ___ I didn't do that much studying.

5. Do you think you might attend Mercer in the future?

1 ___ Yes, as a full-time student.
2 ___ Yes, as a part-time student.
3 ___ No, I will definitely not return.
4 ___ I am not sure.

33

6. Have you attended another college since leaving Mercer?

1 ___ Yes (please continue).
34 2 ___ No (skip to Question 10).
3 ___ I have not left; I am still attending Mercer. (Skip to Question 10.)

-OVER-

7. Please indicate your current status.

35
1___ Part-time student (less than 12 credits per semester)
2___ Full-time student (12 or more credits per semester)
3___ Not currently attending

8. Please provide the following information about your current (or most recently attended) college.

36-37 Name of College/University_____
City, State_____
38-39 Curriculum/Program_____

9. How many credit hours earned at Mercer were accepted at the college indicated?

40-41 _____
What courses, if any, were not accepted?_____
_____
_____
If you know why they were not accepted, please explain._____
_____
_____

10. Were you employed while attending Mercer?

42
1___ Yes 2___ No
43-44 If yes, approximately how many hours a week did you work?_____

11. Are you currently employed?

45
1___ Yes, full-time (35 or more hours per week)
2___ Yes, part-time (fewer than 35 hours per week)
3___ No (skip to Question 14).

12. Please provide the following information about your present job.

46-47 Job Title_____
48 Name of Employer_____
49-50 City, State_____

13. Please indicate your approximate salary, before taxes, excluding overtime.

1___ Up to $7,499 (up to $144 weekly)
2___ $7,500 to $9,999 ($145 to $192 weekly)
51
3___ $10,000 to $12,499 ($193 to $240 weekly)
4___ $12,500 to $14,999 ($241 to $288 weekly)
5___ $15,000 to $17,499 ($289 to $336 weekly)
6___ $17,500 to $19,999 ($337 to $384 weekly)
7___ $20,000 to $22,499 ($385 to $432 weekly)
8___ $22,500 to $24,999 ($433 to $480 weekly)
9___ $25,000 and up ($481 and up weekly)

14. Would you recommend Mercer to prospective students?

52
1___ Yes 2___ No

15. What advice or suggestions do you have regarding Mercer's educational programs and student services?

53 _____
_____
_____
_____
_____
_____

Thank you for your cooperation.
Please return this form in the prepaid envelope as soon as possible.

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SURVEY OF THE FALL 1980 ENTERING CLASS

1-13

IF LABEL IS NOT CORRECT, PLEASE PRINT CORRECTIONS BELOW:

1. When you first entered Mercer in Fall 1980, what was your main educational goal? (Please check only one.)

14
1___ Improve job skills
2___ Prepare for first career
3___ Prepare for career change
4___ Get transfer credit
5___ Take courses for personal interest
6___ Undecided/didn't know

2. Did you plan to complete an associate degree or certificate program?

15
1___ Yes, I planned to complete an associate degree program (two years).
2___ Yes, I planned to complete a certificate program (one year).
3___ No. (Skip to Question 4.)

3. Why haven't you graduated from Mercer? (Please check as many as apply.)

16 1___ I am still working toward the degree/certificate requirements.
17 1___ I wanted to take some time off.
18 1___ I met my educational goal and did not need to return.
19 1___ I dropped out of college/I am no longer pursuing a degree or certificate.
20 1___ I transferred to another college or university.
21 1___ I found a job.
22 1___ I did not feel encouraged or supported.
23 1___ My family responsibilities changed (got married, had children, etc.).
24 1___ My job responsibilities or work hours increased.
25 1___ I was not satisfied with the courses and/or the instructors at Mercer.
26 1___ I was not doing well academically.
27 1___ I had health or physical problems.
28 1___ I had transportation problems and could not attend classes.
29 1___ Other reason(s):_____
_____

4. Where did you do most of your studying? (Check no more than two.)

30
31
1___ In the living room/family room
2___ In the kitchen/dining room
3___ In my bedroom
4___ In the College Library
5___ At the Student Center
6___ At work
7___ Other places (please describe)_____
8___ I didn't do that much studying.

5. According to our records, you have missed a semester or two. Why? (Please check as many as apply.)

32
1___ For the same reason(s) I indicated in Question 3.
2___ I attend Mercer when the courses I want/need are offered at _____. (time, day, location)
3___ I attend when I have the money.
4___ I attend Mercer when courses are offered in _____. (subject area)
5___ I attend Mercer when I am employed.
6___ I attend Mercer when I am unemployed.
7___ Other, please describe:_____

you think you might attend Mercer in the future?

33
1___ Yes, as a full-time student
2___ Yes, as a part-time student
3___ No, I will definitely not return
4___ I am not sure

-OVER-

35

7. Have you attended another college since leaving Mercer?

34
1 ___ Yes (Please continue).
2 ___ No (Skip to Question 11).
3 ___ I have not left; I am still attending Mercer (Skip to Question 11).

8. Please indicate your current status.

35
1___ Part-time student (less than 12 credits per semester)
2___ Full-time student (12 or more credits per semester)
3___ Not currently attending

9. Please provide the following information about your current (or most recently attended) college.

36-37 Name of College/University_____
City, State_____
38-39 Curriculum/Program_____

10. How many credit hours earned at Mercer were accepted at the college indicated?

40-41 _____
What courses, if any, were not accepted?_____
_____
_____
If you know why they were not accepted, please explain._____
_____
_____

11. Were you employed while attending Mercer?

42
1___ Yes 2 ___ No
43-44 If yes, approximately how many hours a week did you work?_____

12. Are you currently employed?

45
1___ Yes, full-time (35 or more hours per week)
2___ Yes, part-time (fewer than 35 hours per week)
3___ No (Skip to Question 15)

13. Please provide the following information about your present job.

46-47 Job Title_____
48 Name of Employer_____
49-50 City, State_____

14. Please indicate your approximate salary, before taxes, excluding overtime.

51
1___ Up to $7,499 (up to $144 weekly)
2___ $7,500 to $9,999 ($145 to $192 weekly)
3___ $10,000 to $12,499 ($193 to $240 weekly)
4___ $12,500 to $14,999 ($241 to $288 weekly)
5___ $15,000 to $17,499 ($289 to $336 weekly)
6___ $17,500 to $19,999 ($337 to $384 weekly)
7___ $20,000 to $22,499 ($385 to $432 weekly)
8___ $22,500 to $24,999 ($433 to $480 weekly)
9___ $25,000 and up ($481 and up weekly)

15. Would you recommend Mercer to prospective students?

52
1___ Yes 2___ No

16. What advice or suggestions do you have regarding Mercer's educational programs

53 and student services?_____
_____
(Use another sheet of paper if necessary.)

Thank you for your cooperation.
Please return this form in the prepaid envelope as soon as possible.

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SURVEY OF THE FALL 1980 ENTERING CLASS
-MERCER GRADUATE-

1-13

IF LABEL IS NOT CORRECT, PLEASE PRINT CORRECTIONS BELOW:

1. When you first entered Mercer, what was your main educational goal? (Please check only one.)

14
1 ___ Improve job skills
2 ___ Prepare for first career
3 ___ Prepare for a career change
4 ___ Complete courses for transfer credit
5 ___ Take courses for personal interest

2. How satisfied were you with MCCC in helping you achieve your goal?

Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
15 5 ___	4 ___	3 ___	2 ___	1 ___

3. Where did you do most of your studying? (Check no more than two.)

16
1 ___ In the living room/family room
17
2 ___ In the kitchen/dining room
3 ___ In my bedroom
7 ___ Other places (please describe) _____
8 ___ I didn't do that much studying.
4 ___ In the College Library
5 ___ At the Student Center
6 ___ At work

4. Have you attended another college since your graduation from Mercer?

18
1 ___ Yes (please continue)
2 ___ No (skip to Question 8)

5. Please indicate your current status.

19
1 ___ Part-time student (less than 12 credits per semester)
2 ___ Full-time student (12 or more credits per semester)
3 ___ Not currently attending

6. Please provide the following information about your current (or most recently attended) college.

20-21 Name of College/University _____
City, State _____
22-23 Curriculum/Program _____

7. How many credit hours earned at Mercer were accepted at the college indicated?

24-25 _____

What courses, if any, were not accepted? _____

If you know why they were not accepted, please explain. _____

8. Were you employed while attending Mercer?

26
1 ___ Yes
2 ___ No

27-28 If yes, approximately how many hours a week did you work? _____

-OVER-

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9. Are you currently employed?

29
1___ Yes, full-time (35 or more hours per week)
2___ Yes, part-time (fewer than 35 hours per week)
3___ No. (Please skip to Question 13.)

10. Please provide the following information about your present job.

30-31 Job Title_____

32 Name of Employer_____

33-34 City, State_____

11. Please indicate your approximate annual salary, before taxes, excluding overtime.

35
1___ Up to $7,499
2___ $7,500 to $9,999
3___ $10,000 to $12,499
4___ $12,500 to $14,999
5___ $15,000 to $17,499
6___ $17,500 to $19,999
7___ $20,000 to $22,499
8___ $22,500 to $24,999
9___ $25,000 and up

12. Is your present job related to the program of study you completed at Mercer?

36
1___ Yes, directly related.
2___ Yes, somewhat related.
37
3___ No. Why not?_____

13. Would you recommend Mercer to prospective students?

38
1___ Yes
2___ No

14. What advice or suggestions do you have regarding Mercer's educational programs and student services (including courses you should have been required to take, etc.)?

39
_____
_____
_____
_____
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Thank you for your cooperation.
Please return this form in the prepaid envelope as soon as possible.

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